Assistive Technology Statement

Glenthorne Primary School

Written by	Samantha Langston	Date: May 2022
Approved by	R. Woodall A. Morgan	Date: May 2022
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Introduction

Glenthorne strives to be a happy, safe, caring and inclusive community where everyone is supported to reach their potential.

One of the resources at our disposal to help us with this is Assistive Technology. Assistive Technology is any device, piece of equipment or system that helps bypass, work around or compensate for an individual's specific learning needs.

Assistive technology is playing an increasingly important role in the education of pupils with unique needs. Computer-based AT applications have the ability to help overcome some of the barriers created by a learning difficulty and can allow pupils to read, write and communicate more effectively. The availability of assistive technologies can help to 'level the playing field', in terms of academic achievement.

Using Assistive Technology

New Assistive technology equipment and solutions are constantly being developed.

There is now an exceptionally wide range of technological or software support available which can provide assistance to pupils in schools and which has potential to assist children in their academic performance, learning, completion of homework, or which could assist them to achieve a degree of improvement to their educational performance.

Assistive technology also can:
• allow pupils who cannot manipulate a pen to write
• enable pupils that have difficulty in speaking to communicate
• assist pupils with visual impairments to read through Braille, or with the assistance of text-magnifying devices or through voice output
• make a computer respond to voice commands through voice recognition software
• help pupils with learning disabilities to read and write through specialised software
• allow a blind person to read a novel through a scanner with voice output
• control computers with simple head pointers or mouth-wands
• provide the tools to enable a person to experience success, where their usual experience may be regression
• to access the school curriculum.

What can Assistive Technology not do?
AT is not a magic solution and its use may end in disappointment if too much emphasis is put on technology and not enough on how the pupil is likely to react to it, or whether it will work in the busy school environment. It is important to avoid failure as this results in a setback for the pupil and parents.

Assistive Technology may be limited in use because:
• it is only one of a range of options needed to help pupils expand their potential
• some high-tech AT requires a lot of learning that may be outside the cognitive or

physical abilities of the pupil

• some solutions are achievable by more simple, inexpensive low-tech devices, or other strategies

• pupils may not 'buy-in' to assistive technology if it emphasises their disability

• specialists don't always know best. Parents' and teachers' intuitive knowledge is sometimes equally valid, but given less weight than the 'experts' judgements

• some AT is very expensive

• it is there to support revision rather than to replace it.

Assistive Technology at Glenthorne

At Glenthorne we are developing our use of Assistive Technology and the equipment we have in school. Assistive Technology in place includes;

- Ipad
- Word pad
- Laptop
- Chromebook
- Immersive Reader through Microsoft Office
- Voice recording devices
- Online support through HelperBird, Nessy Reading and Spelling
- Apps and Computer programmes which provide Assistive Technology.

Useful Contacts

SENCO: Miss Samantha Langston

Computing Lead: Miss Amy Morgan

Statement Agreed by Governors